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ABSTRACT

The document presents Module 2, needs of the gifted/talented, of the Star Power modules developed for school personnel who have an interest in or a need to explore the area of gifted and talented education. It is explained in an introductory section that the modules can be used for independent study, for small group interaction, or for a large group inservice program. The goals of Part I are to understand the specific needs and problems of gifted/talented students and to discover ways to help students fulfill these needs and solve their problems. Part II objectives focus on realizing the kind of teacher that the gifted/talented need. Each part is divided into sections with the following: enabling objectives (such as identify at least seven needs of students with high potential and list at least five essential characteristics of teachers best suited to working with gifted/talented students); rationale to establish a frame of reference; preassessment tests and evaluation; instructions for scoring the preassessment instrument; activities (which cover such topics as the affective needs of gifted students and parent attitudes); and postassessment evaluation procedures. (SBH)

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star power

providing for the gifted & talented

MODULE 2

NEEDS OF THE GIFTED/TALENTED

by

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1977

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PROCEDURE

The modular approach to professional growth is an alternative to attending workshops and institutes which may be inconveniently located and to taking college courses which may be scheduled at times that are awkward for the individual. The modules can be used for independent study, for small group interaction, or for a large group in-service program. They have been designed to serve as a minicourse, an introduction to the study of gifted child education.

The following is a step-by-step description of the proper procedure.

1. Read the goals and objectives thoughtfully so that you know what is expected of you by completion of the module.

2. Read the rationale to establish a frame of reference.

3. Try the preassessment and compare your responses with those given in the preassessment evaluation.

4. Score your responses IF YOU WISH; then determine whether you will complete those activities specified in the section headed "Entry Level" or whether you will select the activities you feel you need.

5. Proceed to work with the activities identified.

6. Try the postassessment to find out how successful you were in attaining the established objectives.

7. Compare your responses with those given in the postassessment.

8. Decide whether you will recycle as directed, proceed to another module, or invest your time and energy in something else.

The other modules in the STAR POWER series are listed on the inside back cover.

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PART ONE: What's So Different about the Gifted/Talented?

"Gifted children vary so widely... Some need control; others need freedom. Some are overstimulated; others need to be challenged... Some receive an embarrassing amount of praise and recognition; others need more outspoken appreciation."

- Ruth Strang

GOAL: *To understand the specific needs and problems of gifted/talented students and ways to help students fulfill these needs and solve their problems.*

I. Enabling Objectives

After completing this part of the module, you will be able to

1. Identify at least seven needs of students with high potential, needs that differ in kind or degree from those of other students.
2. Compare different learning styles of gifted/talented students.
3. Name seven problems the gifted/talented are likely to encounter as a result of the characteristics associated with giftedness.
4. Describe ways those problems may be solved or relieved.
5. List at least five consequences of failure to meet the needs of gifted/talented students.

II. Rationale

The fifth-grade class was going over test papers which had just been returned. A small, dark-haired girl spoke.

"Mr. Emm, you're wrong about the answer to question number six on the test."

The teacher looked startled.

"What do you mean?" he asked indignantly.

Suzy replied, "Columbus didn't discover America. The Indians were already here. They discovered it hundreds of years before Columbus did."

"Now, Suzy, I want you to quit acting smart. You know what I meant."

"But what you said is not true -- this sentence on the test..."

"Now look here, young lady. You mind your manners and don't contradict me. If you want to know the answer, you ask me or look in the book."

Mr. Emm and Suzy were both angry. He felt personally threatened when a student told him that he was wrong. Suzy, on the other hand, felt shamed. She sank into her chair and didn't say another word all period. She knew she was right, but she couldn't understand why her teachers always seemed to dislike her.

* * *

In another school, an eighth-grade boy was sent to the vice-principal for misbehaving. He had thrown erasers and had tripped another student. Mr. Shay looked hard at Bruce.

"Now, Bruce," he said, "I want you to tell me why you're giving Mrs. Perr so much trouble."

"I don't like her," Bruce scowled. "She's mean."

"What did she do?"

"She took away the book I was reading."

"She says you're always reading something that has nothing to do with her class and that you don't pay attention to her when she's explaining grammar. She says you won't even do the exercises in your workbook."

"Well, I learned all that stuff two years ago that she's teaching now. My book is much more interesting. Have you read much about acupressure?"

"Acupressure! Why do you want to read about that?"

"I want to help people feel better when they're sick."

"You'll have plenty of time for that when you get out of school. Now I want you to go back in there and do your work and stop giving Mrs. Perr trouble."

It had not occurred to Mrs. Perr to find out whether any of her students had already mastered the grammar content prescribed for that course. And Mr. Shay was not about to suggest that Mrs. Perr let Bruce pursue a subject of his interest. He never interfered in the classroom if he could avoid it.

When Bruce went back to class, he didn't stop giving the teacher trouble. He felt that Mrs. Perr was keeping him from what he wanted to learn. His classroom behavior got worse and worse until he was suspended from school.

* * *

In a city high school a counselor spoke with a student who had been making poor grades in all of her subjects.

"Eula, I'm surprised to see that your grades have dropped so much. I know that you're capable of much better than this."

"Yes, I am," said Eula, "but all of my classes are so boring. I just don't care about them."

Mr. Armer was familiar with the response. "I'll bet if you just made up your mind to study harder," he said, "your grades would pick up and you'd be much happier."

"To tell you the truth," Eula went on, "I've just about decided to drop out of school. My boyfriend will be out of the Navy next month, and we're going to get married."

Mr. Armer was surprised.

"But you're one of our best students! Don't you think it's important to continue your education?"

"Not the kind I'm getting now. Last year I was really enthusiastic about taking physics and becoming a scientist. But you said I should take typing and shorthand instead. Now I don't really care about any of my subjects."

The counselor had not realized that discouraging this girl's main interest would have such a negative effect on her attitude toward school. He had thought that business courses would prepare her for the future better than physics would.

How often we teachers, counselors, and administrators fail to bring out the best in gifted/talented students! Most of the time we are not aware that the students are gifted or talented. Even less do we realize the special needs and problems of this group of students. Seldom do we think of the consequences of our neglect of students with extraordinary capabilities.

III. Preassessment

PLEASE DO NOT WRITE IN THE MODULE.

> If you have completed Module, skip this section, and go to page 9.

1. List 10 typical characteristics of the gifted/talented.

Turn to the next page and compare your responses.

GT #2

PREASSESSMENT EVALUATION

1. ANY 10 of the following: (Try to ignore the use of his and himself if you're a Women's Libber.)

   (From California Blue-Ribbon Committee Study and Report on the Education of Gifted and Talented Youth)

   - Is intellectually curious, innovative, and playful with ideas.
   - Enjoys the challenge and involvement of intellectual and creative tasks.
   - Has a keen and sometimes unique sense of humor.
   - Is an independent thinker and seeks to act independently.
   - Develops at an early age an inner control and satisfaction which may lead to divergent and nonconformist behavior.
   - Formulates abstractions while very young and shows facility in moving from concrete to abstract levels of thinking and of communicating.
   - Prefers complex tasks and processes information in complex ways.
   - Reads at an early age and comprehends with advanced understanding.
   - Reads widely and reads intensively in areas of special interest.
   - Acquires basic skills rapidly and with a minimum of practice.
   - Comprehends advanced ideas, concepts, and implications.
   - Has an unusual ability to memorize.
   - Is impatient with detail and drill, which may result in gaps in basic skills for some.

- Resists requirement of unnecessary detail in the completion of tasks.
- Explores wide-ranging and special interests not usually associated with children of his age and relates well to peers and adults who have similar interests.
- Expends much energy and time in pursuing special interests and may be involved in numerous projects and activities.
- Employs high intellectual and creative skills in assessing his physical and social environment, in solving problems, and in creating products.
- Generates many ideas and multiple solutions to problems.
- Copes with environmental situations in resourceful and creative ways.
- Expresses himself fluently, clearly, and forcefully with words, numbers, and creative products.
- Demonstrates richness of imagery in informal language and brainstorming.
- Has capability for extraordinary leadership and tends to assume leadership responsibility.
- Rebels against irrelevant learning requirements.
- Points out conflicting societal values and challenges authority.
- Becomes excited about new ideas but may not carry them through.

- Creates and invents beyond the parameters of knowledge in the field.
- Can improvise with commonplace materials.
- Has high expectations of self and others which may lead to high levels of frustration with self, others, and situations.
- May tend to be a loner at least part of the time.
- May have a sense of his own uniqueness which leads to feelings of loneliness.

Mastery Level is 90% (or 9 out of 10) correct. If you achieved less, do NOT continue with this module. COMPLETE MODULE #1: CHARACTERISTICS OF THE GIFTED/TALENTED first. Otherwise, proceed with the next part of the Preassessment.

III. Preassessment

PLEASE DO NOT WRITE IN THE MODULE.

Part 1

Complete the following survey of your personal attitudes and methods of working with gifted/talented students. Only your eyes will see your responses; so be completely honest with yourself.

1. I am willing to allow gifted/talented students a great deal of freedom to pursue their interests.

   _____ usually _____ sometimes _____ never

2. The structure of my class is subject to change if the gifted/talented need time for independent study.

   _____usually _____ sometimes _____ never

3. I choose subject matter which not only helps gifted/talented students to understand their own experiences better, but pushes them beyond the limits of those experiences.

   _____ usually _____ sometimes _____ never

4. My gifted/talented students are free to decide what they want to learn and how they should learn it.

   _____ usually _____ sometimes _____ never

5. I am thrilled by children with unusual far-out ideas.

   _____ usually _____ sometimes _____ never

6. My questions deal with facts most of the time to make sure gifted/talented students have grasped the information they need to know.

   _____ usually _____ sometimes _____ never

7. Guidance counselors should make it a priority to work with students of high potential.

   _____ usually _____ sometimes _____ never

8. It is important to have administrators institute and support programs to benefit gifted/talented students.

_____ usually _____ sometimes _____ never

9. I feel that I have a great deal to learn from gifted/talented black and brown students, as well as white students.

_____ usually _____ sometimes _____ never

10. I can motivate bright students who are bored with required subject matter.

_____ usually _____ sometimes _____ never

11. I realize that handicapped children may have special abilities and talents that should be developed.

_____ usually _____ sometimes _____ never

12. I try to arrange for artistically talented students to work with artists from the community when possible.

_____ usually _____ sometimes _____ never

13. If a student from a low-income family does not have the material resources to pursue his/her special interest(s) and develop special ability, I make every effort to see that the student gets what he/she needs.

_____ usually _____ sometimes _____ never

14. I encourage the girls I work with to step beyond the limits of the roles which females have traditionally played.

_____ usually _____ sometimes _____ never

15. I am aware that gifted and talented children are likely to drop out of school (physically or mentally) if their needs are not met.

_____ yes _____ no

_____ no opinion

(continued)

16. When a class is assigned to answer half of the questions at the end of the chapter, I assign all of the questions to abler students.

_____ yes _____ no

_____ no opinion

17. When a student with high potential finishes an assignment ahead of the rest of the class, I let the student work in a programmed textbook.

_____ yes _____ no

_____ no opinion

18. Learning how to learn is more important for gifted/talented students than mastering a collection of facts.

_____ yes _____ no

_____ no opinion

19. Creativity should be rewarded regardless of the subject in which it occurs.

_____ yes _____ no

_____ no opinion

20. Students who can think faster and can figure out better ways of doing things than I can are exciting and fun to teach.

_____ yes _____ no

_____ no opinion

Turn to the next pages and compare your responses.

GT #2

PREASSESSMENT EVALUATION

Part 1

This survey was designed to alert you to attitudes you may have that you were not aware of and to the extent of your knowledge about the needs of gifted/talented as revealed in your classroom procedures.

If you are truly concerned about gifted/talented and understand their special needs, you would have marked USUALLY for all statements except Number 6 and Number 16. For Number 17, the answer depends on the type of programmed materials as explained below.

About #6: Too many teachers spend too much time on factual questions -Who, What, Where, When - which may be necessary to determine how well students of average and below average ability comprehended. But How and Why questions should dominate discussions among the gifted/talented to encourage deeper, more creative thought. In addition, instead of the entrenched pattern of teacher-pupil, pupil-teacher exchanges, interaction among students should prevail with students asking questions, elaborating on some other student's statements, even contradicting others' statements with supporting evidence.

About #16: Typically, many teachers assign more of the same to gifted/talented students who may not have needed to complete the assignment to begin with or who could have demonstrated mastery of content, concept, or skill in a more worthwhile assignment than answering questions often structured for the average intellect.

About #17: The use of programmed textbooks with students of high potential is debatable. Some experts in the field of gifted education are firmly opposed. However, much depends on the type of programming, the subject, the textbook, and the purpose for its use. Linear programming in which a statement is given followed by a sentence to be completed with a simple word or phrase is likely to be too simple and monotonous for a gifted student.

Example: *A prime number cannot be divided by any whole number except itself (and 1) and not have a remainder.* Linear

An example of a _____ number is 13.

Answer (usually on next page): prime

The branching type of program is more interesting and challenging, especially when written by a creative author.

Example: *Two examples of prime numbers are 7 and 11. A prime number cannot be divided by any whole number except _____ (and 1) and not have a remainder.*

a. Another prime number. Branching
b. Integers.
c. Any fraction.
d. The same number.

If you chose a, turn to page 6.
... b, ... 11.
... c, ... 29.
... d, ... 30.

The selection of d is rewarded on page 30 as follows:

Very good! Prime numbers like 7 and 13 can only be divided by themselves or by 1.

Proceed to the next problem on page 48.

But the student who chooses c may find this on page 29:

> *Come, come. Surely this was a careless error! The phrase in the statement, "divided by any whole number," automatically eliminates the possibility of any fraction! Have another go at the problem.*

Whoever selects a as the answer may find this on page 6:

> *Were you really thinking as you read the statement? Could eleven be divided by another prime number like 3 or 7 and NOT HAVE A REMAINDER? Return to the problem. Think as you read. Select another answer.*

The student who believes b is the answer soon discovers otherwise on page 11:

> *Perhaps you have forgotten the meaning of "integers." Integers are whole numbers, odd OR even: 1, 2, 3, 4, etc. Dividing a prime number by just any integer would leave a remainder:*
>
> *3/ 7 = 2 1/3 10/ 13 = 1 3/10*
>
> *Reread the problem and try again.*

The branching type of programmed instruction enables the author to be more informal, more personal, more conversational in tone. Elaboration indicating why an answer is wrong helps the student realize whether his/her mistake was, indeed, a matter of carelessness, superficial reading, or lack of information.

Programmed textbooks of the branching type when well-conceived and well-written can be useful for remediation (yes, even gifted/talented students sometimes need remediation because of skills missed, poor study habits acquired when assignments were too easy, or for any of a variety

of other reasons) or for independent work on a course not available in school, such as music theory, art appreciation, Russian, calculus... Such textbooks are published by many companies for many subject areas. Some are accompanied by cassette tapes, artprints, calculators, or other essential resources.

Preassessment (continued)

PLEASE DO NOT WRITE IN THE MODULE.

NOTE: If you wish to check your answers after completing each item, turn to the pages listed in parentheses at the end of the item.

Part 2

1. List at least 5 needs of gifted/talented students.

   (Pages 17, 18)

2. Describe the varying learning styles of the gifted/talented.

   (Page 18)

3. List at least 5 problems which gifted/talented students often encounter because of their unique characteristics.

   (Pages 21, 22, 23)

4. Describe possible solutions for each problem listed in Number 3.

   (Pages 19, 20, 21)

5. State at least 5 consequences of failure to meet the needs of the gifted/talented.

   (Page 18)

If you have not been checking your answers after each item, turn now to the pages listed below and compare your responses.

Number 1: Pages 17, 18
Number 2: Page 18
Number 3: Pages 21, 22, 23
Number 4: Pages 19, 20, 21
Number 5: Page 18

GT #2

PREASSESSMENT EVALUATION (continued)

Part 2

1. The gifted/talented have the same basic needs as other students: love, understanding, encouragement to grow, companionship, guidance, respect, support, acceptance, security... However, they also have special needs which correspond to their special natures.

   a. A flexible program which involves the higher cognitive concepts and processes defined by Bloom and Guilford

   b. Freedom from the restrictions of structured requirements and limited time frames

   c. Time and freedom to experiment, explore subjects of interest

   d. Open access to needed learning resources whatever and wherever they may be ("Grade level" is irrelevant for the gifted/talented who can cope with material from two to four or more levels higher than grade placement.)

   e. Confrontation with problems and issues of society for which there is no single predetermined solution

   f. Opportunity to brainstorm, thus producing creative ideas

   g. Encouragement to ask questions, make discoveries, pursue own interests in depth

   h. Opportunities to work with other gifted/talented students at least part of the time

   i. Wide variety of in-depth cultural experiences beyond the usual field trips to zoos, museums, industries...

   j. Opportunities to help others (e.g., as volunteer readers to the blind, companions to the elderly, volunteer tutors to students in lower grades)

   k. Friendly recognition and acceptance of their giftedness

   l. Introduction to their own abilities (Many gifted/talented people never knew they were unusual in any way until someone helped them discover their abilities.)

(continued)

m. Active concern for the gifted/talented among administrators, counselors, teachers

2. Varying learning styles of different gifted/talented students

a. Rapid response and functioning
versus
b. Deliberate and contemplative response

c. Logical and direct thinking
versus
d. Exploratory and circuitous thinking

e. Intuitive understanding versus use of reasoning

5. Consequences of failure to meet the needs of gifted/talented students

ANY FIVE:

a. Poor study habits (because of lack of competition)

b. Behavior problems

c. Apathy and withdrawal

d. Emotional/psychological problems caused by neglect or ridicule of abilities (loneliness, feelings of inferiority, rejection...)

e. Underachievement

f. Nervous breakdowns/suicide

g. Increased drop out rate

h. Involvement with drugs, alcohol, and promiscuous sex

i. Involvement in criminal activities (often behind the scenes as the "master mind")

j. Dependence on welfare in retaliation against a society that does not seem to value high potential and/or creativity.

4. Possible ways to solve or ameliorate problems (also from the Seagoe/ Hershey chart in the Appendix)

Problems	Suggested Solutions
Inappropriate reading and resource material, especially in lower grades	Access to multi-level and conceptually challenging material
"Know it all" appearance; conceit as viewed by age-mates	Opportunity for interaction with intellectual peers
Escape into verbalism	Channeling into concrete ideas
Resistance to drill and repetition (may have gaps in basic skills)	"Basic skills" incorporated as prerequisite for special projects
Impatience with "busywork" assignments and uninspired teaching	Opportunity to suggest and set up alternative ways to learn concepts
Tendency to omit details	Contracts delineating major details
Feelings of being stifled by the limited environment	Early stimuli-laden intervention in barren home/school environments
Boredom with simplistic explanations	Opportunity to interact with gifted
Frequent misconstruction as stubbornness	Chance to analyze, redirect behavior
Resistance to interruptions	Discussion of realities of scheduling
Frustration by traditional "chopped up" school day	Blocks of time set up
Lack of exposure to appropriate information	Mentor approach for hungry minds
Rebellion against too much direction	Programmed instruction for basics

(continued)

GT #2

Problems (continued)	Suggested Solutions (continued)
Missed opportunities to practice essential skills of cooperative work	Opportunities provided to learn and practice cooperative work skills
Perfectionism (may bog down in goals beyond present attainment)	Mentor-models; opportunity for mutual assessment against "benchmarks"
Tendency to be too easily disillusioned by social injustices (in extreme cases, to drop out or escape in unhealthy ways)	Opportunities to implement constructive suggestions for change
Overly critical (negativistic) attitude toward others possible	Encounter group activities with people of different backgrounds
Frustration with inactivity and lack of progress	Simulation activities for students to assume various roles
Possible gullibility; super sensitivity to criticism, low self-concept	Ample opportunity for success in areas important to gifted/talented
Vulnerability to rejection by age-mates (Tendency to compensate with behavior misconstrued as conceited, or dislike of own superiority - especially true of girls)	Opportunity to discuss problems with intellectual peers and understanding adults
Concern about the lack of necessary social support and acceptance by age-mates	Leadership training and opportunity for values clarification
Invention of own systems, sometimes conflicting with those already established	Freedom to "invent" without threat to teachers
Rejection of the traditional	Opportunity to study origins of traditions
Lack of opportunity to take risks in a supportive environment (may lead to great frustration and avoidance of divergent thinking)	Opportunities to explore in simulated problem-solving environment that is psychologically safe

(continued)

Problems (continued)	Suggested Solutions (continued)
Tendency to flit from one interest to another without building basic competencies	Earlier career guidance to build competencies in major interest areas
Lack of early training resulting in frustration	Early identification of talent and opportunities for learning
Possible lack of guidance in exploring and developing interests to full level of potential	Flexible, individualized instruction from earliest school years

3. Problems related to characteristics (adapted from May Seagoe/ Myrliss Hershey chart in Appendix, p. 44+)

Characteristics	Problems
Verbal proficiency	Inappropriate reading and resource material, especially in lower grades
	"Know it all" appearance; conceit as viewed by age-mates
	Escape into verbalism
Power of abstraction	Resistance to drill and repetition (may have gaps in basic skills)
	Impatience with "busywork" assignments and uninspired teaching
	Tendency to omit details
Intellectual curiosity	Feelings of being stifled by the limited environment
	Boredom with simplistic explanations
	Frequent misconstruction as stubbornness
Retentiveness/Power of concentration	Resistance to interruptions
	Frustration by traditional "chopped up" school day
	Lack of exposure to appropriate information

Characteristics (continued)	Problems (continued)
Independence/Goal-directed behavior	Rebellion against too much direction
	Missed opportunities to practice essential skills of cooperative work
	Perfectionism (may bog down in goals beyond present attainment)
Power of critical thinking	Tendency to be too easily disillusioned by social injustices (in extreme cases, to drop out or escape in unhealthy ways)
	Overly critical (negativistic) attitude toward others possible
	Frustration with inactivity and lack of progress
Sensitivity/Intuitiveness	Possible gullibility; super sensitivity to criticism, low self-concept
	Vulnerability to rejection by age-mates (Tendency to compensate with behavior misconstrued as conceited, or dislike of own superiority - especially true of girls)
	Concern about the lack of necessary social support and acceptance by age-mates
Potential for creativity	Invention of own systems, sometimes conflicting with those already established
	Rejection of the traditional
	Lack of opportunity to take risks in a supportive environment (may lead to great frustration and avoidance of divergent thinking)

Characteristics (continued)	Problems (continued)
Versatility/Virtuosity	Tendency to flit from one interest to another without building basic competencies
	Lack of early training resulting in frustration

If you prefer proceed directly to Activities and complete one or more as needed. Otherwise, score your responses according to the following guide; then turn the page to find your entry level.

SCORING

Item 1: Allow 2 points for each need related to characteristics.

Item 2: Allow 1 point for each learning style named that is different from the learning styles usually considered (i.e., visual, auditory, etc.)

Item 3: Allow 2 points for each problem listed which relates to characteristics.

Item 4: Allow 2 points for each recommended solution to problems listed in #3.

Item 5: Allow 3 points for each correctly stated consequence of the failure to meet the needs of the gifted/talented.

Entry Level

Mastery is represented by 44 points on all five items, including the required minimums. If your score equaled or exceeded 44, skip the rest of Part One and proceed to Part Two, beginning on p. 30.

Item 1: *If you did not score at least 9 points, you are not aware of the special needs which parallel the special characteristics of the gifted/talented. Complete Activities 1, 2, 3, and/or 4, pp. 25 and 26.*

Item 2: *If you did not score at least 4 points you may have been thinking only of the different learning styles of students in general: visual, auditory, kinesthetic, or a combination. But the gifted/talented differ even within their own group. Reread the quotation by Ruth Strang at the beginning of the module; then complete Activity 7, p. 26.*

Item 3: *If you did not score at least 9 points, you have probably not realized that the very characteristics that distinguish the gifted/talented also create problems for them. Complete Activities 4 and 5, pp. 25 and 26.*

Item 4: *If you did not score at least 9 points, you need to develop a repertoire of strategies appropriate for working with the gifted/talented. Complete Activities 6, 7, 8, and/or 11 pp. 26, 27.*

Item 5: *If you did not score at least 13 points, you may have not realized that some of your "problem" students are actually turned-off gifted/talented students. Complete Activities 9 and 10, p. 27.*

IV. Activities

1. Using the Hershey chart of Characteristics, Problems, and ... Suggestions (in the Appendix, pages 49-51), self-contract to observe demonstrated characteristics and needs of gifted/talented students you work with, and apply appropriate instructional suggestions if you are a teacher or librarian, or guidance suggestions if you are a counselor.

   LIBRARIANS: List ways you can help teachers with specific students you have recognized as gifted/talented. Approach the teachers who work with these students and discuss your suggestions.

2. Examine the Affective Needs of Gifted Students by Dr. Louis Fliegler in the Appendix, p. 52. Notice the deficits (losses) that occur when the needs are not met. Determine ways to meet the affective needs of your gifted/talented students. Plan specific activities and try them with the students for whom they are best suited.

   Judge the results. Watch for other ways to meet the six needs listed.

3. EVERYBODY GETS AN "A": HOW TO MOVE FROM ABUSE, ANXIETY, AND ALIENATION TO ACCORD, APPROVAL, AND AFFECTION is the title of the first chapter in Affective Education Guidebook, by Bob Eberle and Rosie Emery Hall (in the kit).

   As Karen S. Dirlam and Roland L. Buchanan, Jr., indicate in the quotation on page 40 of the book, "There must be two thrusts in human relations programs: (a) an interpersonal component by which students and educators become better aware of self; and (b) intergroup relations to develop an improved understanding and appreciation of human behavior and human differences." As a team involving teacher, counselor, and possibly librarian, use some of the activities with your gifted/talented students.

4. Gifted students need to understand what giftedness is, how they are gifted, and what kind(s) of responsibility their gifts impose on them. As an introduction to a discussion of giftedness, have your gifted/talented students read A WRINKLE IN TIME, by Madeleine L'Engle (in the kit); then talk about the following:

   In what ways are the three old women and the three children gifted?

   Name one gift of each person.

   What needs do these gifted children have?

How do the old women meet these needs?

In what ways do they help the children develop their gifts?

How do the children use their gifts to help other people besides themselves?

In preparation for this discussion, prepare answers to the questions, adding follow-up questions which relate to your students. Lead the discussion to a consideration of the "gifts" each of the gifted/talented students thinks he/she has or "gifts" the others think that person has.

5. Gifted children need to be able to pursue their interests in depth. Arrange short conferences to find out what each gifted student's main interest(s) may be. Help each to plan how to learn as much as desired at his/her own pace. Give suggestions for work in the library, experiments to perform, or interviews to set up and carry out.

   Secure the assistance and advice of the librarian, who is in an excellent position to know the interests of gifted students and who is knowledgeable about the library's resources and other sources of information.

6. Gifted/talented students need to have their minds stretched. Read Torrance's "Ways Gifted Children Can Study the Future" (in the Appendix, pp. 53+).Introduce the activity as described and observe your students as they participate. If it is successful, plan to include other topics about the future in your program.

   If it is not successful, try to determine why; then plan another activity about the future, changing those elements which seemed to affect the success of the venture adversely.

   Share the results with one or more of your colleagues.

7. Using the information in Torrance's article, "Ways Gifted Children Can Study the Future" (in the Appendix, pp.53+), observe your gifted students as they participate, concentrating on identifying different learning styles as indicated on page 18 in the module.

   With the knowledge thus gained, devise methods and assignments to suit each of the demonstrated styles. In post-assignment interviews or conferences, invite the students' reactions to the assignments, also their feelings about the suitability of the assignments to their learning styles. (Most students probably do not realize they learn differently from others. This is part of the

self-awareness learning to which each gifted/talented student should be exposed in order to find out what kind of person he/she is.)

8. Read "No Fault Musical Composition: A Path to Musical Creativity" in the Appendix, pp. 60, 61, and think about the atmosphere the teacher established, the amount of freedom, and the effect on the students of the statement, "Whatever you write will be acceptable." (Remember: This refers to MUSICAL composition.)

   Try the author's "no fault" approach to a new creative activity in your class. Share the results of your effort with one or more colleagues.

   (NOTE: Multi-talented students - that is, those with many different gifts - often do not believe they are gifted at all because they have no single ability that is greater than the rest. These students also often believe they lack creativity. This kind of assignment may help them to discover otherwise.)

9. Read the poem, "He Always Wanted To..." (in the Appendix, pp. 62, 63.

   What need did the boy have that was not met? What were the consequences?

   Which of your students has apparently suffered similar stifling? How can you revive their interest, abilities, and self-confidence?

   Self-contract to locate students with different ways of seeing life, and describe ways you intend to encourage them to explore and express original ideas. BE SPECIFIC. Fulfill your contract.

10. Locate a group of gifted/talented people who have been out of school for three years or more, including drop outs. Bring them together to present a panel to invited staff members.

    Have panel members talk about what they are doing now and how teachers/counselors/administrators/librarians helped them develop their gifts. Also encourage them to discuss needs they had which were NOT met and what they think could have been done to help them.

11. Read and apply the material, "Interactive Problem-Solving" in Appendix C of the Eberle book, Affective Education Guidebook, pages 157 - 162.

V. Postassessment

PLEASE DO NOT WRITE IN THE MODULE.

1. List at least seven needs of students with high potential, needs that differ somehow from those of other students.
2. Compare the different learning styles of the gifted/talented.
3. Name seven problems the gifted/talented are likely to encounter as a result of the characteristics associated with giftedness.
4. Describe ways these problems may be solved or eased.
5. List at least 5 consequences of failure to meet the needs of gifted/talented students.

Turn to the next page and compare your responses.

GT #2

POSTASSESSMENT EVALUATION

1. Needs: See pages 17, 18 in the module.
2. Learning styles: See page 18, Number 2.
3. Problems: See pages 21, 22, 23, Number 3.
4. Solutions: See pages 19, 20, 21, Number 4.
5. Consequences: See page 18, Number 5.

Review the objectives listed at the beginning of Part One, page 1, and rate yourself on a 1 to 5 (high) scale according to your candid opinion of the degree to which you achieved each objective.

For example: 5 = very well, could not be improved

3 = average, fair demonstration of knowledge and understanding

1 = poor, much improvement needed

If you score 3 or lower on any objective, recycle through the appropriate activities; then try the necessary part(s) of the Postassessment again.

OTHERWISE, PROCEED TO PART TWO in this module, WANTED - TEACHERS FOR THE GIFTED/TALENTED.

PART TWO: WANTED - TEACHERS FOR THE GIFTED/TALENTED

"The greatness of teaching is, in part, recognizing a mind larger than one's own and letting it flourish."
- Sidney Marland, Former Commissioner of Education, U.S. Office of Education

GOALS: *To realize the kind of teacher that the gifted/talented need and to understand why.*

I. Enabling Objectives

After completing this part of the module, you will be able to

1. List at least 5 essential characteristics of teachers best suited to working with gifted/talented students.
2. Point out at least 3 teacher characteristics which adversely affect the development of giftedness.
3. Point out 3-5 teacher behaviors which adversely affect the gifted/talented, giving examples.
4. Determine whether you are genuinely interested in and concerned about the needs of the gifted/talented.
5. Decide whether you are well-suited to teaching gifted/talented students.

II. Rationale

A teacher is a teacher is a teacher...

For too long teachers have been regarded as movable objects to be shifted around to whatever posts were vacant. While much has been said and written about individual differences among pupils, and much lip service has been accorded to that concept, little has been mentioned about individual differences among teachers. The idea that a teacher may have a teaching style different from another teacher, that he/she may have special abilities, specific preferences and dislikes about assignments has long been known to those who have probably by chance discovered these truths in their own cases and have concluded that the same must apply to teachers as a whole.

Some teachers are especially successful with small children; in the upper grades these same teachers feel lost, dislike the children, resent the kind of work involved, and may drop out if they cannot be transferred back to the lower grades. Other teachers work very well with slow learners or students in remedial classes. Their acceptance of the difficulties the students have, their patience and willingness to help in every way possible, their relaxed manner encourage these students, and the students' successes, small and gradual though they may be, please the teachers who can see direct results of their efforts. In a class with gifted/talented students, the same teachers often cannot determine whether the students are learning because of or in

spite of the teachers' efforts. Here such teachers are unnerved by questions which are beyond their knowledge and experience and in time become hostile, putting down "these smart alecks" for their conceited displays of knowledge and for their attempts to show up the teachers with impossible, irrelevant questions. Other teachers would find the students' wealth and variety of knowledge and their high-level probing questions exciting. Even the enormous amount of work required to teach and inspire the gifted/talented is enjoyable for the right teachers.

In schools where special classes are organized for the gifted/talented, teachers may be assigned at random, on a rotational basis, or as a reward for having somehow pleased Administration. In other schools where gifted/talented students are placed in heterogeneous classes with their age-mates, every teacher may have at least one gifted/talented student in addition to many students of varying levels of ability. The teacher as an individual is given no options. It is small wonder that many teachers dislike and resent gifted/talented students and ridicule them or ignore them. Nor is it surprising that of 204 experts on giftedness, fewer than 1% reported that the teachers of the gifted in their states were adequately prepared for their tasks. (Marland, 1972, p. 33)

Research in the '60s and '70s to establish characteristics of teachers best suited to the gifted has led to questions as to whether all teachers can be trained to work successfully with the gifted/

talented. There is some evidence to indicate that good training programs can produce more positive attitudes toward gifted students and that appropriate training in methods can lead to more successful interactions with gifted students. However, research has also revealed different personality types among teachers which are too basic to change. Certain personalities are not always suited to working with the gifted/talented. In addition, different kinds of giftedness seem to require different types of teachers; e.g., the creatively gifted versus the intellectually/academically gifted...

It seems unlikely at this time that administrators will be trying to match different types of gifted students with appropriate teaching styles. What is more important is that teachers be selected who possess the most critical characteristics for working with the gifted/talented students and that students with high potential be placed only with those teachers.

III. Preassessment

PLEASE DO NOT WRITE IN THE MODULE.

NOTE: If you wish to check your answers after completing each section, turn to the page(s) listed in parentheses at the end of the section.

1. List 5 teacher characteristics which you believe are essential for success with gifted/talented students regardless of their varying levels and types of giftedness.

   (Page 38)

2. List or describe 3-5 teacher characteristics which adversely affect the development of giftedness.

   (Page 39)

3. List 3-5 teacher behaviors that adversely affect the gifted and provide examples.

   (Pages 38, 39)

4. Complete the Wiener Attitude Scale as directed (See Page 35).

   (Page 39)

5. Assume that you can step outside your skin and view yourself as an objective observer. Rate yourself as indicated on the Martinson-Wiener Rating Scale of Significant Behaviors in Teachers of the Gifted, pages 36 and 37. On this rating scale, 1 = Seldom, 2 = Occasionally, and 3 = Frequently.
   Remember not to write in the module.

   (Pages 39, 40)

If you have not been checking your answers after each section, turn to the pages listed below and compare your responses.

Number 1: Page 38
Number 2: Page 39
Number 3: Pages 38, 39
Number 4: Page 39
Number 5: Pages 39, 40

GT # 2

(From Ruth Martinson's A GUIDE TOWARD BETTER TEACHING FOR THE GIFTED, pp. 18-21)

WIENER ATTITUDE SCALE*

This questionnaire has been devised to measure your attitudes. There are no "right" answers and no "wrong" answers. The only right answer is the one which best reflects your true personal opinion toward the question considered.

To answer questions, choose the answer below which corresponds most closely with your personal attitude toward the particular question, and place the corresponding number in the space provided at the left.

+ (plus) 3 for strongly agree	- (minus) 3 for strongly disagree
+ (plus) 2 for agree	- (minus) 2 for disagree
+ (plus) 1 for mildly agree	- (minus) 1 for mildly disagree

_____ 1. Gifted children want to take too much of class time.

_____ 2. There should be a change in the grading system for gifted students in special classes for the gifted.

_____ 3. The aptitude of a given child is the primary consideration in the screening and selection of gifted children.

_____ 4. Gifted children should remain in heterogeneous classes because they will spend their lives with all types of people.

_____ 5. Gifted children develop cliques and exclude the rest of the class.

_____ 6. Gifted children make great progress when placed in special classes.

_____ 7. The most important kind of ability to single out for consideration in a gifted child program is intellectual or mental ability.

_____ 8. Too many supplies are given to gifted children and denied to the other children.

_____ 9. Teachers should be selected on the basis of personality in addition to knowledge for instructing gifted classes.

_____ 10. Parents of gifted children interfere with the teachers and the teaching of the children.

_____ 11. Singling out gifted students for special treatment results in the establishment of an elite class.

_____ 12. The rigidity of teachers and administrators has acted as a buffer against more effective programs for the gifted.

_____ 13. Special classes and special teachers should be offered to the gifted children.

_____ 14. It is wiser to accelerate the gifted in the elementary school than in the secondary school.

_____ 15. Teachers become too interested in the gifted and neglect the average and below average in the classroom.

_____ 16. Gifted children stimulate each other to greater enthusiasm, effort, and accomplishments.

_____ 17. Gifted children tend to display a degrading disrespect for the teacher.

_____ 18. There is a tendency to slight the gifted children when there is a wide range of ability in a class.

_____ 19. The school has to be concerned with the fundamental learnings and skills for all children and not with programs for special abilities and needs.

_____ 20. It is more important to provide special services for the handicapped child than for the gifted.

_____21. When considering acceleration for the gifted, too much emphasis is placed on the social and emotional factors rather than intellectual growth.

_____22. Gifted children show sustained intellectual capacity proved by repeatedly high intelligence test ratings.

_____23. It is a wise educational procedure to require the gifted child to assist the slower learners.

_____24. Too many high IQ's together create many problems - the interests are too great and varied for the teacher.

_____25. Having a gifted class carries special esteem for the teacher.

_____26. Gifted students can be taught more effectively when grouped with other gifted children than when grouped with non-gifted children.

_____27. The IQ of a child is not a fair estimate of his ability.

_____28. Teachers should have special qualifications if they are to work with the gifted.

Martinson–Wiener
Rating Scale of Significant Behaviors in Teachers of the Gifted

Teaching Process

	1	2	3
1. Utilizes specialized pupil interests constructively.			
a. Students work in areas of interest.	___	___	___
b. Teacher capitalizes on student interest in classroom.	___	___	___
2. Utilizes special talents and abilities of the students			
a. Students are involved in activities which display or include their special abilities and talents.	___	___	___
b. Individualized materials are available for development of special talents and abilities.	___	___	___
3. Encourages self-selection of materials			
a. Students have freedom to select materials at high conceptual levels of difficulty.	___	___	___
b. Teacher encourages pupils to make own selections and decisions.	___	___	___
4. Makes classwork interesting through use of different sense media.			
a. Teacher encourages effective pupil displays, not teacher-made displays	___	___	___
b. Teacher uses maps, charts, TV, radio, and/or films to augment or advance the qualities of instruction.	___	___	___
5. Maintains or uses classroom resource center containing materials at appropriate advanced levels.			
a. Learning resources are openly available to students.	___	___	___
b. Teacher serves as a resource to pupils.	___	___	___
6. Clarifies classroom goals and purposes using broad concepts rather than detail.			
a. Relates discussion to course objectives.	___	___	___
b. Student's performance indicates understanding of course objectives.	___	___	___
7. Uses varied teaching strategies effectively.			
a. Teacher is sensitive to students' responses, both verbal and non verbal.	___	___	___
1. Teacher responds to visible cues in physical behavior of students.	___	___	___
2. Teacher uses student verbal reactions to extend student insights and understandings.	___	___	___

8. Conducts group discussions skillfully.
   a. Teacher withholds own ideas and conclusions. ___ ___ ___
   b. Teacher encourages participation of students in discussions. ___ ___ ___
9. Selects questions that stimulate higher-level thinking.
   a. Questions encourage students to draw analogies and to indicate relationships. ___ ___ ___
   b. Students are able to ask analytic questions. ___ ___ ___
   c. Students generalize from concrete to abstract at advanced levels. ___ ___ ___
10. Utilizes synthesis and analysis in appropriate areas.
   a. Teacher utilizes effectively inductive and deductive reasoning and is able to apply techniques in classroom. ___ ___ ___
   b. Teacher assists and/or encourages students to relate theory to practice. ___ ___ ___
11. Draws examples and explanations from various sources and related fields.
   a. Interrelationships are emphasized by teacher and students. ___ ___ ___
12. Presents activities that challenge and stimulate the students.
   a. Students are eager to work on activities. ___ ___ ___
   b. Teacher varies the kind of assignment to the learning abilities and interests of the students. ___ ___ ___
   c. Teacher emphasis is on broad ideas and not drill and rote memory activities. ___ ___ ___
13. Utilizes evaluation in various forms.
   a. Teacher helps students in self-evaluation and self-improvement. ___ ___ ___
14. Encourages independent thinking, including difference of opinion.
   a. Students are encouraged to examine thoroughly and accurately controversial issues. ___ ___ ___
      1. Students compare and contrast different issues, using objective evidence. ___ ___ ___
15. Gives appropriate encouragement to pupils.
   a. Teacher gives praise when deserved. ___ ___ ___
   b. Teacher makes students feel worthy. ___ ___ ___
   c. Teacher provides for recognition of outstanding creative and/or scholarly performance. ___ ___ ___
16. Understands and encourages student ideas.
   a. Teacher encourages students to try new approaches. ___ ___ ___
   b. Teacher is tolerant to students' attempts to find solutions of problems. ___ ___ ___
   c. Teacher encourages "guesses" by students and facilitates evaluation of guesses by students. ___ ___ ___
   d. Teacher helps students to realize that research involves trial and error.
      1. Students are encouraged to apply principles of scientific procedure. ___ ___ ___

Teacher Background

17. Is unthreatened by own mistakes.
   a. Teacher is undisturbed and unembarrassed by own mistakes or criticism of students. ___ ___ ___
18. Teacher displays enthusiasm and employs humor constructively.
   a. Teacher is energetic and animated. ___ ___ ___

Summary Item:

19. Demonstrates understanding of the educational implications of giftedness.
   a. Teacher uses implications of characteristics in the classroom operation, selection of materials, schedules, and questions. ___ ___ ___

PREASSESSMENT EVALUATION

1. Despite the number and variety of characteristics described as important for teachers of the gifted and talented, the following have been identified as essential:

   a. A high degree of intelligence, significantly above the average but <u>not</u> at the genius level

   b. A strong self-concept/emotional maturity

   c. A sincere desire to help the gifted/talented

   d. Openness to change (flexibility)

   e. Strong respect and support for different ideas

3. Teacher behaviors which <u>adversely</u> affect the gifted/talented

   a. Ridiculing advanced vocabulary, complex sentence structures, elaborate answers, unusual ideas, provocative questions

   b. Penalizing creative work that is not what the teacher "expected" (Example: a teacher in the primary grades tore up a child's drawing of a house surrounded by trees, flowers, and grass with a sun and fluffy clouds at the top because "All I told you to draw was a house.")

   c. Requiring completion of assignments dealing with already mastered vocabulary, facts, concepts, skills, and assigning "more of the same" to keep busy the students who finish early

   d. Failing to follow through on an assignment involving extensive preparation by the students
   (Example 1: One teacher encouraged a talented student to enter a citywide art contest. When the student was not listed among the winners, he asked the teacher about his entry and was informed she had not sent it in because it was so good no one would believe he had done it by himself.)

   (Example 2: A girl in the upper elementary grades had an assignment to draw a model of a house she would like to live in. She drew her model to scale, then constructed a scale model to accompany her drawing. When the projects were returned, five students did not receive theirs. One was this girl. The teacher explained that the five had not put their

names on the projects and to teach the students to be more responsible, she had thrown the projects away. That evening the child explained in tears to her family what had happened. Her father arranged to talk with the teacher in case she really had not discarded the projects. The teacher was surprised by the father's visit and by the child's distress. "I didn't think anyone would take the assignment seriously," the teacher said. Dr. Donald Treffinger, Address at National Association for Gifted Children Convention, Kansas City, 1976.)

e. Refusing to credit answers which are contrary to an Answer Key even when the Answer Key has been proven wrong

2. Teacher characteristics which adversely affect the development of giftedness

   a. Authoritarianism (absolute obedience to authority, no freedom of choice for students)

   b. Insensitivity to students' intellectual and emotional needs

   c. Preservation of self-image as the giver of knowledge regardless of the costs to student personality development

   d. Unwillingness to give of self (lack of encouragement and/or praise...)

   e. Intellectual limitations and inability to admit them

4. As the Wiener Attitude Scale indicates, there are neither "right" nor "wrong" answers.

   However, if you marked 80% (12) of the following as + 3 or + 2:

   #1 #7 #11 #19 #20 #22 #23 #24

   you are probably not ready yet to work with the gifted/talented, and if you marked these -3 or -2:

   #2 #6 #13 #16 #18 #26 #28,

   the same applies. Read widely and apply your discoveries to improve your understanding of the gifted/talented.

5. The Martinson-Wiener Rating Scale... also has no "right" or "wrong" answers.

However, too many "Seldoms" -- like 19 (50%) suggest a need for more experience and more planning. In addition, certain items are critical and a teacher who performs as described at the "2" level too often (80% of the time) is not quite ready to work with the gifted/talented, or needs to concentrate on self-improvement in those areas.

If you prefer proceed directly to Activities and complete one or more as needed. Otherwise, score your responses according to the following guide; then turn the page to find your entry level.

SCORING

Item 1: Allow 2 points for each characteristic you listed which corresponded to those given or 1 point for each not given but important for teaching the gifted/talented.

Item 2: Allow 2 points for each characteristic that adversely affects the development of giftedness.

Item 3: Allow 1 point for each teacher behavior named and 2 points for each appropriate example provided.

Item 4: As suggested on page 37, the first row of numbers listed should have been marked - (minus) and the second row + (plus), the higher the number of - or + the better according to the rows indicated.

Item 5: Critical items on this scale are these numbers: 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19. You should have the equivalent of 90% 3s (Frequently) and 2s (Occasionally) with significantly more 3s.

Entry Level

Mastery is represented by a total score of 28 points, including the required minimums for each item. If your score equaled or exceeded 28, skip the rest of Part Two and proceed to another module.

Item 1: *If you did not score at least 8, you probably do not realize that not every professional is equally suited to working effectively with the gifted/talented. Complete Activities 1, 2, and 4, p. 43.*

Item 2: *If you did not score 6 or better, you are apparently not aware of teacher characteristics which are likely to cause the gifted/talented to conceal their gifts and/or to resort to undesirable behavior. Complete Activities 1, 2, 4, and/or 6, pp. 43, 44.*

Item 3: *If you did not score 12 or better, you may may not be aware of some of your own behaviors which are adversely affecting the gifted/talented with whom you work. Complete Activities 3, 5, and/or 7, pp. 43, 44, 45.*

IV. Activities

1. View the film, "The Little Boy" (in the kit), with one or more colleagues. Discuss the implications for working with students who have creative potential.
2. Read the interview with De Neece Gurney in the Appendix, pp. 64, 65. Do you think Ms. Gurney would have reacted favorably to you if you had been one of her teachers? What positive comments might she have offered about you?

   If not, what points did she make that you can apply with your students? For example, "Just to know that one teacher cares about you in school can be a big boost to a student." How do you show your students that you care about them and about what they can do?
3. Tape record those classes in which you have gifted/talented students and listen critically to the playback, making notes of things you could have done better. Watch especially for evidences of negative attitudes on your part and of ways you could improve.

   Also arrange to study the techniques of one or more teachers who are highly successful with the gifted/talented. Adapt those which you feel would help you do a better job.
4. Read "Letter from a Parent" in the Appendix, pp. 66 +. Think about its implications for teachers and principals with reference to this particular child and to other children who are gifted. Interview gifted/talented students in your school AND their parents about the experiences they have had along these lines.

5. Ask a colleague whom you trust to observe you as you are teaching gifted/talented students, then to rate you using the Martinson-Wiener Rating Scale. Discuss the rating with him/her afterwards, and notice areas in which you lack strength. Plan ways to improve in those areas. Then ask the same colleague to observe you again later during the same class or time period and to rate ONLY THOSE AREAS ON WHICH YOU HAVE BEEN WORKING TO IMPROVE. Compare the ratings and discuss those about which you may have questions or with which you disagree.
6. Interview 10 gifted/talented students who have been out of school for at least three years, including some attending college, some working, and some drop outs. Have them tell about ways various school personnel did or did not help them, also teacher characteristics and behaviors which repelled them.
7. If you dare, have your gifted/talented students evaluate you in terms of your strengths and weaknesses in working with them. Word items impersonally with your name rather than I or me in order to help students be objective. (All evaluations should be UNSIGNED and typed or printed, if possible, so identities will be protected.) Have students indicate what they wish you would do differently. Try to put their recommendations into effect. (One teacher who tried this found that she had a tiresome habit of starting every class with the words, "Now, class." Another learned that she had annoying mannerisms, such as sweeping back

her hair every few minutes, standing with folded arms in front of her desk, and speaking too softly for the last rows to hear without strain. A third teacher discovered his students did not appreciate his attempts to be a "pal," using their language, hair style, style of clothing; also they thought he dwelt on personal experience too often.)

V. Postassessment

PLEASE DO NOT WRITE IN THE MODULE.

1. List 5 teacher characteristics which are essential for success with gifted/talented students regardless of their varying levels and types of giftedness.
2. List or describe 5 teacher characteristics which adversely affect the development of giftedness.
3. List 5 teacher behaviors that adversely affect the gifted and provide an example for each.
4. On the basis of your attitudes toward the gifted/talented as indicated on the Wiener Attitude Scale and as they may have changed during your work with this module, indicate whether you think you are or would be a successful teacher of the gifted/talented, how successful, and why you think so.
5. After having taken the Martinson-Wiener Rating Scale of Significant Behaviors in Teachers of the Gifted and having worked with this module, indicate to what extent you think an outside observer (e.g., the principal) would find you a valuable teacher for gifted/talented students. List the behaviors which you now exhibit in your work with such students and those which you have learned are important and which you will incorporate in your classwork.

Turn to the next page and compare your responses.

GT #2

POSTASSESSMENT EVALUATION

1. See page 38 in the module, Number 1.
2. See page 39,Number 2.
3. See pages 38, 39, Number 3.
4. Review the information on page 39 for Number 4. The numbers listed there should have changed for the better. You should have 90% or more responses in the OPPOSITE ranges; for example, for the row of numbers listed first, your ratings should be in the MINUS group, while those in the second row should have climbed into the PLUS group.
5. Look again at the Martinson-Wiener Rating Scale of Significant Behaviors in Teachers of the Gifted (pages 36 and 37). Your list of behaviors should all be positive ones, the kind which would rate 3 (Frequently) or 2 (Occasionally) with a total of at least 35 such responses.

Review the objectives listed at the beginning of Part Two, page 30, and rate yourself on a 1 to 5 (high) scale according to your candid opinion of the degree to which you have achieved each objective.

For example: 5 = very well, could not be improved

3 = average, fair demonstration of understanding and knowledge.

1 = poor, need much improvement

If you score 3 or lower on any objective, recycle through the appropriate activities; then try the necessary parts of the Postassessment again.

Resources

Articles

Burns, Doris. "Letter from a Parent." NATIONAL ELEMENTARY PRINCIPAL, February, 1972. pp. 32-36.

Gurney, De Neece. "Gifted and Talented." TODAY'S EDUCATION, January-February, 1976.

Torrance, E. Paul. "Ways Gifted Children Can Study the Future." GIFTED CHILD QUARTERLY. Summer, 1974. pp. 65-71.

Williams, Polly F. and Linda Napier. "No Fault Musical Composition: A Path to Musical Creativity." GIFTED CHILD QUARTERLY, Spring, 1974. pp. 3, 4.

Books

Eberle, Bob and Rosie Emery Hall. AFFECTIVE EDUCATION GUIDEBOOK. Buffalo, N.Y.: D.O.K. Publishers, Inc., 1975.

L'Engle, Madeleine. A WRINKLE IN TIME. N.Y.: Dell Publishing Co., 1962.

Charts

Fliegler, Dr. Louis. Affective Needs of Gifted Students.

Hershey, Myrliss and May Seagoe. Characteristics of Gifted Children, Concomitant Problems, Instruction and Guidance Suggestions.

Film

The Little Boy. Carthage, IL: GOOD APPLE.

Rating Scales

Martinson, Ruth and Dr. Jean Wiener. Rating Scale of Significant Behaviors in Teachers of the Gifted.

Wiener, Dr. Jean. Wiener Attitude Scale.